Academic Administration Guidelines
Academic Program Review 2016

Date Last Amended: 2 October 2015

Related Rules/Policies:
- PPL 3.30.03 Curriculum and Teaching Quality Appraisal and Academic Program Review
  http://ppl.app.uq.edu.au/content/3.30.03-curriculum-and-teaching-quality-appraisal-and-academic-program-review
- PPL 3.30.05 Academic Program Review
  http://ppl.app.uq.edu.au/content/3.30.05-academic-program-review

Abbreviations
- APR – academic program review
- ADA – Associate Dean (Academic)
- UG – Undergraduate
- PG – Postgraduate
- T & L – Teaching and Learning
- BoS – Board of Studies
- ED – Executive Dean

Full details of the APRs can be found in the relevant PPLs. This guideline outlines the general process for the review of the Faculty of Health and Behavioural Sciences’ programs.

Purpose
An APR is conducted as part of UQ’s quality assurance framework and comprises an evidence-based evaluation of the viability, quality, structure, focus and outcomes of the program being reviewed.

Scheduling
- The University requires all Faculty programs (UG and suites of PG programs) to be reviewed at least every five years.
- The ED may request an APR is scheduled earlier if there are significant concerns over a program’s viability and/or quality.
- The ADA schedules the APRs in consultation with the Schools and where possible ensures the schedule aligns with external accreditation processes. See the 2016 schedule in Table A and the 2017 schedule in Table B.
• The APR can be conducted at anytime in the year if it is scheduled subject to the review report being submitted to the faculty in time for consideration at the last Faculty BoS committee of the year. However, where extenuating circumstances prevent a scheduled APR from being held in that year, the School should submit a case for rescheduling of the APR to the ADA.

Responsibility
• The School T & L committee chairperson must provide details including membership of the Review Committee and the terms of reference of the review to the ADA at least one month prior to the review, as the ADA is responsible for the timing and oversight of the APR, including appropriate cross-faculty consultation.
• The School T & L committee is responsible for:
  › conducting the review and reporting the outcomes to the Head of School and to the ADA. The APR report must include a summary of the findings of the review, and an implementation plan (including strategies) for implementing the recommendations adopted from the APR; and
  › ensuring an implementation report is submitted to the Head of School and to the ADA 12 months post-review.
• The Faculty BoS committee is responsible for:
  › providing advice to the Executive Dean on whether the recommendations in the implementation plan are appropriate (contained in the APR report); and
  › assessing the implementation report 12 months post-review and providing advice to the Executive Dean on whether the review has achieved the APR purpose and whether the substantive recommendations have been achieved.

The Faculty T & L committee will ratify the decision and advice of the BoS committee, post the BoS committee meeting.

Reporting
• An APR should follow the most recent template available in PPL 3.30.05, which outlines the minimum information required and includes addressing the program’s compliance with the Higher Education Standards Framework.
• The final section of the APR report should include a summary of the findings and implementation strategies for the recommendations.
• APRs should be submitted to the ADA at least two weeks prior to the last Faculty BoS meeting of the year in which the APR is scheduled but can be submitted at anytime during the year.
• No later than 12 months following the ratification of the APR implementation plan at the Faculty BoS committee, the School must submit an implementation report, which outlines the extent to which actions/strategies identified in the APR have been finalised and the effectiveness of these actions in meeting the review’s recommendations (see Table C). The implementation report should follow the most recent faculty template (see Appendix A).

Summary Overview